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This annotated bibliography is a selected listing of 11 books and pamphlets, three dissertations, and 31 articles on year-round school programs published since 1962. The documents listed explore the effects on cost and educational quality of (1) staggered quarter plans, (2) quarter system plans, (3) staggered trimester plans, (4) split trimester plans, (5) trimester system plans, (6) extended K to 12 plans, and (7) summer school plans, as well as give suggestions for implementing such plans. (TT)

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ANNOTATED BIBLIOGRAPHY ON YEAR-ROUND SCHOOL PROGRAMS

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YEAR-ROUND SCHOOL PROGRAMS

compiled and annotated by

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October, 1968

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INTRODUCTION

The primary purpose of the year-round school (or, as some call it, the extended school year) is either to minimize cost while holding educational quality constant, or to maximize educational quality given a cost constraint. A variety of year-round school plans have been developed to realize this purpose. These plans can be organized into three groups: Group I: Plans which retain the conventional 175-180 days of school, but provide for the schools to operate the full year with a given proportion of the students enrolled at any one time. Group II: Plans which provide for schools to operate the year-round, increasing the days of schooling for each student. Group III: Plans which provide for the school to retain its basic calendar, but which include an extensive summer program for make-up, enrichment, or acceleration purposes. Specific plans associated with each group include the quarter and trimester plans (Group I); the quarter, trimester, extended K to 12, and split-trimester plans (Group II); and summer programs of various lengths (Group III). Group I plans are designed to minimize cost while holding educational quality constant. Group II and III plans, on the other hand, are designed to maximize quality given a cost constraint.

The bibliography is a compilation of the more significant recent (since 1962) research and writing on year-round school programs. The majority of the documents cited are available at public or university libraries, from organizations or individuals, or from University Microfilms. A few documents, however, are available from the ERIC Document Reproduction Service (EDRS).

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Howard Whitney

Philip Piele

BOOKS AND PAMPHLETS

Bauman, W. S. The flexible system, an economic analysis of advantages of the quarterly calendar in public schools. Toledo, Ohio: Business Research Center, 1966. (EDRS: ED 011 688; $.25 MF, $1.84 HC.)

Examines the possible instructional and financial advantages of a quarter system in the public schools.

Economy and increased educational opportunity through extended school year programs. Albany, New York: The State Education Department, 1965.

Presents the effect of extended school year plans on the quality of education, and briefly describes five extended school year designs: (1) the continuous progress plan, (2) the modified summer school, (3) the trimester, (4) the quadrimester, and (5) the extended K to 12 plan.

Extended school year designs, an introduction to plans for rescheduling the school year. Albany, New York: The State Education Department, 1966.

Gives a fairly detailed description of five extended school year designs: (1) the trimester, (2) the quadrimester, (3) the modified summer plan, (4) the extended K to 12, and (5) the split trimester.

Finchum, R. N. Extended use of school facilities. Washington, D. C.: Government Printing Office (OE-21035), 1967.

Reviews the extended use of school facilities in nine selected school districts. Includes a 68 item bibliography.

Goldhammer, K. & Hines, C. The year round school and building costs, a study for the Tucson, Arizona public school districts. Eugene, Oregon: Bureau of Educational Research, 1962.

Attempts to determine whether or not the construction of buildings to house children for 36 weeks of the traditional school year would be less or more expensive than year round operation of present buildings for 50 weeks. Study concludes that year round operation of schools offers only temporary relief for districts with an expanding population.

Pettersson, C. E. The extended school year in the state of Utah. Salt Lake City, Utah: Utah University, 1966.

Analyzes the state supported extended year and summer school program as it functioned in the state of Utah during the summer of 1965. Provides information for an objective picture of the extended year program in Utah.

Schoenfeld, C. A. & Schmitz, N. Year-round education. Madison, Wisconsin: Dembar Educational Research Services, Inc., 1964.

Reviews the literature on year-round schools; discusses different types of year-round schools; and compares two school systems (Newark and Nashville) which once operated on year-round plans.

Setting the state for lengthened school year programs. Albany, New York: The State Education Department, 1968.

Describes several extended school year plans designed to attain goals of cost reduction and increased educational opportunity. Recommendations are based on literature review, field studies, and experiments conducted in several New York schools.

Wehmhoefer, R. A. The twelve month school year, a study of the advantages and disadvantages of the four quarter system. Chicago, Illinois: Cook County School District, 1968.

Discusses the advantages and disadvantages of a four quarter system with rotating attendance. Concludes that the disadvantages outweigh the advantages.

Wright, G. S. The all-year school. Washington, D. C.: Government Printing Office (OE-10020), 1962.

Reports on actual experiments with the four quarter plan and the summer enrichment program. Contains a 59-item selected annotated bibliography.

Year-round schools for Polk County, Florida, a feasibility study. Gainesville, Florida: University of Florida, 1966. (EDRS: ED 011 690; $.50 MF, $3.00 HC.)

Investigates seven extended school year programs with regard to (1) financial requirements, (2) special problems in administration and curriculum development, and (3) public reaction.

DISSERTATIONS

Lawrie, J. D. The feasibility of extending the secondary school year in North Carolina. (Doctoral dissertation, Duke University) Ann Arbor, Mich.: University Microfilms, 1961. No. 62-1997.

Surveys the literature in various year-round programs to determine the feasibility of adopting year-round programs in the secondary schools of North Carolina.

Norris, J. A., Jr. Positions taken by governors pertaining to school term extension as a factor in the equalization of rural and city educational opportunity in the public schools of North Carolina. (Doctoral dissertation, Duke University) Ann Arbor, Mich.: University Microfilms, 1963. No. 64-2835.

Studies the economic, political, and educational factors which led North Carolina governors (1924-1943) to alter the length of the school year.

Quick, G. L. The advantages of extending the school year. (Doctoral dissertation, The University of Nebraska Teachers College) Ann Arbor, Mich.: University Microfilms, 1966. No. 67-3441.

Investigates (1) the desirability and feasibility of extending the present school year, (2) the main advantages or reasons for extending it, and (3) the optimum method(s) of extending it.

JOURNALS

Allen, J. E., Jr. All year school time for a new look? An interview. School Management, 1966, 10, 86-88.

Allen answers questions on the issues and problems relating to extended school year programs.

Association for supervision and curriculum development. Summer programs for students and teachers; excerpts from extending the school year. Educational Digest, 1961, 27, 26-28.

Lays out the results of a survey of summer school programs.

Bauman, W. S. Four-quarter plan uses schools all year long. Nations Schools, 1967, 80, 69-70.

Relates the financial savings and the educational benefits of the four quarter plan, and answers some of the criticisms.

Bendickson, P. Extend the school year? Instructor, 1965, 73, 98.

Report by the Commack, New York public schools of results of a continuous progress (212 day) extended school year program after one year of planned three year operation.

Bienenstok, T. Resistance to an educational innovation. Elementary School Journal, 1965, 65, 420-428.

Focuses on the key factors and conditions that led parents in a New York community to oppose the rescheduling of the conventional school year.

Bullak, R. P. Some cultural implications of year-round schools. Educational Digest, 1962, 28, 26-28.

Discusses the effects of five cultural implications of year-round schools on: (1) the nature and number of educational experiences available to youth, (2) family life patterns, (3) teachers and the status of the teaching profession, (4) the economic life of communities or areas where the system might operate, and (5) educational concepts, evaluative criteria, and attitudes within the total culture.

California tries year-round high school: idea gaining popularity at college level. American School and University, 1966, 38, 80.

Describes the year round program at Del Campo High School near Sacramento.

Childress, J. R., & Philippi, H. A. Administrative problems related to the eleven- or twelve-month school year. High School Journal, 1964, 47, 230-237.

Elaborates on 12 issues identified with the expanded school year.

Cory, R. T. Parents evaluate an eleven-month program. Education, 1966, 87, 167-170.

Describes an extensive summer program developed by the Rochester, Minnesota public schools. An opinionnaire response by parents shows that the program is widely accepted in the community.

Fawcett, N. G. New challenge to education. Theory into Practice, 1962, 1, 125-130.

Author views recent trends in the economic and political structure of the United States as causes behind the need to update the school systems - especially to advance the year-round school.

Fitzpatrick, D. Why Nova school switched to 3 seventy day trimesters. Nations Schools, 1966, 77, 30.

Discusses Nova High School's decision to adopt three 70 day trimesters.

Glass, R. E. Calendar possibilities for year round schools. Theory into Practice, 1962, 1, 134-140.

Outlines the advantages and disadvantages of four different types of year-round school plans: (1) a voluntary summer plan, (2) a double shift with a summer enrichment program, (3) year-round school, and (4) a staggered quarter system.

Grieder, C. Teachers don't get summer vacations, they get laid off. Nations Schools, 1967, 79, 4.

Author sees the year-around school as a possible solution to the problem of teacher summer unemployment.

Hack, W. G. Year-round school: a review essay. Theory into Practice, 1962, 1, 170-175.

A review of case studies on year-round schools concludes that there is a dearth of rigorous research on the topic, and there appears to be near unanimity in rejecting the four-quarter or year-round plan. Includes an 18 item bibliography.

Hamann, H. A. Longer school year? Illinois School Journal, 1968, 48, 47-50.

Outlines some of the advantages and disadvantages of three currently advanced year-round school plans: (1) an expanded summer school program,

(2) the four-quarter staggered plan where students attend school three of the four quarters, and (3) a plan in which students attend school 240 days per year and graduate at an earlier age.

Hannah, J. A. How to escape from a three-sided box. Michigan Educational Journal, 1964, 42, 8-10.

Author argues for an extended school year to aid in solving diminishing opportunities for the poorly educated.

Hicks, M. Stevenson story: year-around educational plan. American School Board Journal, 1964, 149, 57-58.

Gives a brief picture of Stevenson School District in the State of Washington, the first school district in the Northwest to adopt a year-round plan of education.

Holmes, G. W., & Seawell, W. H. Extended school year, is it administratively feasible? High School Journal, 1964, 47, 224-229.

Rejection of experimental programs and slow growth of traditional summer programs have been based upon reasons other than administrative feasibility.

James, H. T. Is the year-round school economical? Theory into Practice, 1962, 1, 141-147.

Author takes a dim view of the economic arguement for the extended school year.

Lambardi, J. Los Angeles study of year-round operation. Theory into Practice, 1962, 1, 131, 135.

Discussion of the findings of a study of year-round schools by the Los Angeles City Schools. The economic consequences were widely favorable, but the anticipated social and educational problems were enough to cause a rejection of the proposal.

Lipson, S. Dilemma of the year-round school. Theory into Practice, 1962, 1, 121, 124.

Discusses issues surrounding year-round schools.

Moon. J. V. Extended school year. Educational Digest, 30, 35-38.

Analyzes the merits of four extended school year plans: (1) a staggered four-quarter plan, (2) a full 48-week school year for all, (3) a voluntary summer program, and (4) a summer program for professional personnel.

National Education Association. If you're interested in the all-year school. The National Elementary Principal, 1962, 41, 46-49.

Traces the history of the year-round school and discusses the advantages and disadvantages of three extended year programs: (1) four quarter plan with

rotating attendance, (2) the regular school throughout the year plan, and (3) the extended summer school program.

Oldham, F. H. Length of the school day and school year. National Association of Secondary School Principals Bulletin, 1962, 46, 194-198.

Investigates the year-round educational programs of some European countries; suggests that school districts in this country examine the various possible year-round programs.

O'Rourke, J. Extended school year: a teachers view. Theory into Practice, 1962, 1, 166-169.

A teacher discusses two basic educational advantages that year-round operation could provide: increased opportunities for individualized instruction, and a consequential rise in teacher salaries.

Sessions, E. B. Maintenance and operational costs involved in a year-round program. Theory into Practice, 1962, 1, 148-153.

Describes the problems in maintaining schools under year-round plans.

Szuberla, C. A. Year-round school evolution. American School Board Journal, 1968, 155, 13.

Discusses the development of an extended school year from a small summer program.

Turbeville, G. Sociologists look at the twelve-month school year. Peabody Journal of Education, 1964, 42, 182-186.

Sociologists present their reasons for favoring year-round schools.

Wallace, C. E. Flexible scheduling for the school year. Journal of Secondary Education, 1962, 37, 132-135.

Presents a plan of flexible scheduling consisting of three terms of approximately 15 weeks each. This program has special attractions for both terminal and college-bound students.

White, R. E. Board member looks at the extended school year. Education, 1968, 88, 245-248.

Attempts to outline some of the existing extended school year plans, reasons that prompted extended year plans, and the need to examine specific factors before extending the school year.

Woolatt, L. H., & Thomas, G. This is the extended school year; excerpts from economy and increased educational opportunity through extended school year programs. School Management, 1966, 10, 88-90.

Presents some of the facts relating to and some of the advantages of five extended school year programs: continuous school year, two semesters plus modified summer school, trimester, quadrimester, and extended K-12.